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ABSTRACT

On December 8, 1971, the Dayton School Board adopted a series of resolutions committing itself to an integrated system in the Fall of 1972; it directed the superintendent to develop and implement plans for the racial and economic integration of pupils by September 1, 1972. This study is a direct result of the school board resolution. Among the findings were that: (i) district assignment and recruitment practices were seeking to maintain a pattern designated in the Montgomery v. Carr court ruling, and simultaneously attempting to improve faculty racial balance in employing new staff; (ii) blacks hold the lesser-ranked and lower-paying jobs among classified personnel positions; (iii) the proportion of blacks in administrative posts has increased somewhat in the past year, 1970-71; (iv) there exists severe racial isolation in pupil assignment patterns--only five Dayton schools appeared to be nonsegregated; and, (v) the ongoing program is to be commended for its efforts in communication between staff, students, and the community. Among the recommendations were that all pupils in grades 6-8 should be assigned to middle schools, some of the older, less-suitable buildings be abandoned and those schools closed, blacks in the elementary schools be redistributed to a 44.9 overall average, schools be clustered by economic levels, and the assignment of elementary pupils be made in each of the clusters by the principals affected in cooperation with the central office staff. (Authors/RJ)

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DESEGREGATION STUDY: DAYTON PUBLIC SCHOOLS

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DESEGREGATION STUDY
DAYTON PUBLIC SCHOOLS

For several years the Dayton School Board, the Dayton Superintendent of Schools, professional school associations, various citizens advisory groups representing the Dayton community, and cooperating governmental agencies have been formulating policies and initiating efforts to equalize opportunities for education in the Dayton schools and improve the learning experience for all children who attend the Dayton system. The elimination of racial imbalance in the schools, the impartial employment and assignment of all staff personnel, a more relevant curriculum, broader community involvement, and an end to racial isolation and discrimination were the major goals to which these groups expressed commitment.

In August of 1967 the Board issued a "Statement of Intent" establishing directions and policies to effectuate these major goals. A "Freedom of Enrollment" policy was initiated in September of 1969. The Dayton Advisory Council on Education was established to advise the superintendent on planning and implementing desegregation efforts. In 1971 the "Committee of 75" was organized as an advisory body to deal with racial isolation in the schools. Outside assistance was arranged through such agencies as the Ohio State Department of Education, the Equal Educational Opportunities Office of the U.S. Office of Education, and the Office of Civil Rights. The Dayton Classroom Teachers Association and the Dayton Principals Association lent support.

All of these activities came to "a head" in a sense on December 8, 1971 when the Dayton Board adopted a series of resolutions committing itself to an integrated system in the fall of 1972. Specifically, it directed the superintendent to develop and implement plans for the racial and economic integration of pupils—by September 1, 1972.

This study is a direct result of the resolutions by the Board on December 8, 1971. Data for the study were furnished by the superintendent and his staff for the most part. The consultant team spent a total of 11 days on site and expedited the completion of the study to the maximum extent possible for two reasons: the study team has commitments beginning in January, 1972, for desegregation studies in other major cities; and the Dayton system will need to proceed with its planning for desegregation in the fall of 1972 as quickly as it can.

It should be noted that adequate pupil locater maps were not available by race or grade level so that recommended changes in pupil assignments had to be estimated on the basis of present elementary attendance areas. Since estimates for September, 1972 assignments also have to be made on the basis of 1971-72 figures, a margin of error must be allowed. It should also be noted that in most desegregation studies the local school administrative staff is by far the most knowledgeable body in terms of finalizing pupil assignments and developing transportation arrangements. The job of the outside expert is primarily to demonstrate possibilities and facilitate ideas and policies for a framework within which the local staff can complete the task.

In developing the Dayton plan an attempt was made to follow these general guidelines:

(1) Equitable treatment of both majority and minority pupils

(2) A plan that would meet constitutional requirements *(Brown v. Topeka* and *Swann v. Charlotte-Mecklenburg)*

(3) Economic feasibility: transportation would be kept to a minimum in getting the schools desegregated

(4) Safety factors would be observed

(5) The concept of schools as "community centers" would be maintained where possible

(6) Available classroom space and building facilities would be used to best advantage

In summary, the Dayton Board of Education and the Dayton Superintendent are to be commended for their leadership and wisdom in deciding to meet constructively the problems of racial and economic isolation in the Dayton schools. It is hoped that this study will provide the impetus to achieve their goals in September, 1972.

CURRENT STATUS OF DESEGREGATION IN DAYTON

The Dayton system has made considerable headway in certain aspects of school desegregation, not so much in others. A summary review will be given here of the current status of desegregation efforts with regard to the school faculties, classified personnel, administrative personnel, pupil assignment, and community and staff involvement.

SCHOOL FACULTIES

Desegregation of school faculties in Dayton has been accomplished under an agreement reached with the Office of Civil Rights (HEW) in 1971. The pattern of assignment has followed basically the court's ruling in *Montgomery v. Carr* which indicated that faculties should be assigned to each school in substantially the same racial proportion currently in effect at the elementary and secondary levels in the total system. Thus, 31 per cent of the faculty at X high school would be black if there were approximately 31 per cent blacks employed by the total system as secondary faculty personnel.

According to available data, district assignment and recruitment practices were seeking to maintain this pattern and, at the same time, attempting to improve faculty racial balance in employing new staff.

CLASSIFIED PERSONNEL

"Classified personnel," also known as "noncertificated personnel," for the purposes of this report refers to clerical, custodial, and food service job classifications in the Dayton Public Schools. Information released by the Superintendent's Office states the degree of desegregation of classified personnel as of mid-1971.

(1) While 33 per cent of the clerical personnel within the school system are black, 665 of them are working in predominantly black schools.

(2) While 47 per cent of the custodial personnel within the school system are black, 82 per cent of them are employed in predominantly black schools.

(3) While 39 per cent of the food service personnel within the total school system are black, 83 per cent of them are located in predominantly black schools.

It would appear that blacks hold the lesser-ranked and lower-paying jobs among classified personnel positions. The tendency to find blacks in classified posts stationed in predominantly black schools is common to urban schools; typically, people prefer to work close to home.

ADMINISTRATIVE PERSONNEL

The black-white ratio for administrative personnel as of 1970-71 is portrayed by the following table.

Administrative Posts: Racial Balance, 1970-1971

Position	*White*	*Black*	*%Black*
Central Office [a]	73	29	27.1
Building Principals	51	18	26.1
Assistant Principals	25	17	40.5
(Principals & Assts.)	(76)	(35)	(31.5)
Total Administrative [b]	176	72	29.0

(a) Data taken from Dayton Public Schools "School Integration," a report dated December, 1970, Table 2, p. 17. Under "Central Office" this table excludes personnel classified as "resource teacher," "psychologist," or "child accountant" although including them would not affect the proportion.

(b) All administrators, including those excluded under the "Central Office" category were included.

The 1971-72 comparable data were not available at the time this report was being prepared. It is understood, however, that the proportion of blacks in administrative posts has increased somewhat in the past year.

PUPIL ASSIGNMENT, 1971-72

Pupil assignment data are given in Table I for grades K-5, in Table 2 for grades 6-8, and in Table 3 for grades 9-12. There were 51 school buildings housing regular elementary (K-5) programs; eight of these were really double buildings occupying the same site so that there were only 47 elementary attendance zones. A total of 26,380 pupils were assigned at this level with a racial pattern of 44.4 per cent black.

There were five middle schools and 34 additonal elementary buildings housing grades 6-8. Pupils in these grades totalled 12,298, and 44.9 per cent of them were black.

There were 11 high schools. Patterson Co-op drew pupils from the entire system so that there were only 10 high school attendance zones. Grades 9-12 included 16,464 students, 38.3 per cent of whom were black.

A summary of student enrollment by race in 1971-72 is given in Table 4A, and a summary of attendance areas in Table 4B.

These data indicate the existence of severe racial isolation in pupil assignment patterns. If the criterion of "90 per cent or more pupils being of one race" is used to define a racially identifiable or racially segregated school then 40 of the elementary schools were segregated insofar as pupils in grades K-5 were concerned. Three middle schools and 7 high schools were also segregated under this criterion.

If the criterion of "more than 15 percent above or below the average racial distribution" is used to define a segregated school – a guideline that has been used in some cities and states – only five Dayton schools would be nonsegregated: Fairport, Hawthorne, McGuffey, Colonel White, and Patterson Co-op.

The characteristics of economic isolation, or a concentration of pupils in schools by similar family income levels, are equally clear although the data are not as readily available. Using Title I (ESEA) eligibility as an indicator of income levels (Table 4C), it is apparent that a high concentration of low-income families is assigned to schools in the southern and central parts of the district.

COMMUNIT ' AND STAFF INVOLVEMENT

On August 30, 1971, at its first meeting, the Committee of 75 heard the president of the Board comment that data showed "unequal educational opportunities for the poor and black students now exist in the Dayton School District . . ./and/that the district is guilty of procedures which have led to the racial isolation of school children."

Community involvement to correct this situation was encouraged by the Committee of 75's recognition of the fact that desegration–the physical mix of races in enrollment patterns–was not enough; that integration–living and working "side by side in mutual respect" was the necessary goal for the Dayton school community.

Other examples of good communications existing between the schools and the community are the passage of school millage funds, the activities of the Dayton Advisory Council on Education (DACE), the various programs with the Office of Economic Opportunity and other community agencies, plus the large amount of coverage given schools in the news media.

Communication has also occurred with employee groups through involvement of faculty and staff on committees, in interracial workshops, and in various efforts to complete faculty and staff desegregation successfully. The program of Equal Educational Opportunities in the Dayton Schools is to be commended for its efforts in this regard in working with staff, with students, and with the community.

RECOMMENDATIONS FOR DESEGREGATION OF PUPILS

The Board in its December 8 resolutions rescinded attendance zones as presently constituted, effective September 1, 1971 and asked for pupil assignment to schools by race and family income characteristics substantially proportionate to the total system pattern.

MIDDLE SCHOOLS

The first step in fulfilling this resolution would logically be the completion of the middle school program already started.

Recommendation I. – All pupils in grades 6-8 should be assigned to middle schools in September, 1972.

This will require establishing 10 present elementary buildings as middle schools. Based on data obtained from the administrative staff, on data in the recent Ohio State *Educational Facilities Evaluation*, and on team site visits and discussion the following schools were recommended as new middle schools:

Jane Addams	Lincoln
Belmont Elementary	Meadowdale
Brown	Webster
Gettysburg	Westwood
Grant	Wogaman

These schools are located around the district in such a way as to complement the five existing middle schools. Even though the buildings cannot be prepared as proper middle school facilities for several years, the change should be made immediately.

Dayton's adoption of the "middle school" concept is educationally sound and, coordinated with the direction toward a unitary school system, can achieve two goals. One, education for pre-adolescents and early adolescents can be improved. Two, the resultant rezoning of attendance areas around middle schools can aid desegregation.

The middle school as a concept is in many ways comparable to junior high schools. They are intended to provide an orderly transition in learning experiences from the homeroom, one-teacher organization of the elementary school to the platoon system of the high school with the student's being expected to exert more self-direction. Many "middle schools" originated because a junior high school had to take in the sixth grade (or possibly the fifth and sixth) to relieve crowded conditions in elementary schools. Sometimes this caused a review of the curriculum.

Table 1

Student Enrollment by School and Race
Pre-Kindergarten and Grades K-5
Dayton Public Schools, 1971-72

	Pre-Kdg.		Kdg.		Gr. 1-5		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W	B	W	B	W		
Jane Addams	33	5	41	8	214	67	10	2	298	82	380	78.4
Allen	0	0	0	58	3	377	0	0	3	435	438	0.7
Belle Haven	0	0	7	101	39	473	0	0	46	574	620	7.4
Belmont Elementary	0	0	0	72	0	287	0	0	0	359	359	0.0
Brown	0	0	0	129	2	582	0	0	2	711	713	0.3
Carlson	0	0	51	1	333	1	0	0	384	2	386	99.5
Cleveland	0	0	0	152	1	725	0	0	1	877	878	0.1
Drexel	0	0	1	74	23	335	1	7	25	416	441	5.7
Eastmont	0	0	0	63	0	313	0	0	0	376	376	0.0
Edison	89	0	103	1	436	1	15	0	643	2	645	99.7
Emerson	6	57	8	68	22	411	0	15	36	551	587	6.1
Fairport	0	0	58	102	274	398	2	7	334	507	841	39.7
Fairview	0	0	6	65	19	382	0	4	25	451	476	5.3
Ft. McKinley	0	0	0	50	5	247	0	0	5	297	302	1.7
Franklin	0	0	0	90	0	534	0	8	0	632	632	0.0
Gardendale	32	5	43	19	211	86	0	0	286	110	396	72.2
Gettysburg	0	0	6	47	39	274	0	0	45	321	366	12.3
Grant	0	0	0	89	3	358	0	0	3	447	450	0.7
Greene	47	1	42	1	463	18	7	0	559	20	579	96.5
Hawthorne	23	13	15	41	61	176	0	0	99	230	329	30.1
Hickorydale	0	0	10	47	34	194	0	8	44	249	293	15.0
Highview	40	0	73	0	349	10	15	0	477	10	487	97.9
Huffman	0	40	0	71	1	505	0	9	1	625	626	0.2
Irving	78	1	102	0	576	3	20	0	776	4	780	99.5
Jackson Elementary	0	0	0	0	291	1	10	0	301	1	302	99.7

Table 1

Student Enrollment by School and Race
Pre-Kindergarten and Grades K-5
Dayton Public Schools, 1971-72

	Pre-Kdg.		Kdg.		Gr. 1-5		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W	B	W	B	W		
Jackson Primary	138	0	136	0	397	6	0	0	671	6	677	99.1
Jefferson Elementary	0	0	0	0	762	75	23	0	785	75	860	91.3
Jefferson Primary	0	0	190	35	443	51	0	0	633	86	719	88.0
Kemp	0	0	6	79	35	444	0	4	41	527	568	7.2
Lewton	0	0	0	54	1	252	0	7	1	313	314	0.3
Lincoln	0	0	1	113	2	516	2	8	5	637	642	0.8
Loos	0	0	4	65	27	317	1	4	32	386	418	7.7
Horace Mann	0	0	0	35	0	154	0	0	0	189	189	0.0
McGuffey	39	34	35	59	151	315	0	7	225	415	640	35.2
McNary	40	0	69	0	316	0	8	0	433	0	433	100.0
Meadowdale	0	0	0	42	2	256	0	0	2	298	300	6.7
Miami Chapel	127	0	0	0	354	0	0	0	481	0	481	100.0
Patterson Elementary	0	39	0	50	1	341	0	0	1	430	431	0.2
Residence Park Elementary	0	0	0	0	286	1	8	0	294	1	295	99.7
Residence Park Primary	0	0	102	0	346	1	0	0	448	1	449	99.8
Ruskin	0	37	0	77	0	436	0	15	0	565	565	0.0
Shiloh	0	0	0	61	5	304	0	0	5	365	370	1.4
Shoup Mill	0	0	0	20	1	116	0	0	1	136	137	0.7
Louise Troy	0	0	143	0	447	2	0	0	590	2	592	99.7
Valerie	0	0	6	18	25	116	0	3	31	187	218	14.2
Van Cleve	11	23	15	113	87	511	0	0	113	647	760	14.9
Washington	16	16	16	66	59	451	1	9	92	542	634	14.5
Weaver	129	0	114	0	734	3	21	0	998	3	1001	99.7
Webster	0	0	0	60	1	273	0	4	1	337	338	0.3
Westwood	54	0	107	0	586	5	17	0	764	5	769	99.3

Table 1

Student Enrollment by School and Race
Pre-Kindergarten and Grades K-5
Dayton Public Schools, 1971-72

	Pre-Kdg.		Kdg.		Gr. 1-5		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W	B	W	B	W		
Wogaman	43	0	87	0	499	1	14	0	643	1	644	99.8
Gorman							12	89	12	89	101	11.9
Kennedy							24	129	24	129	153	15.7
TOTAL BLACK	945		1597		8966		211		11719			
TOTAL WHITE		271		2296		11755		339		14661		
TOTAL ENROLLMENT		1216		3893		20721		550		26380	26380	44.4

Table 2

Student Enrollment by School and Race
Grades 6-8
Dayton Public Schools, 1971-72

	Gr. 6-8		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W		
Jane Addams	167	23	7	1	174	24	198	87.9
Allen	1	190	0	0	1	190	191	0.5
Belle Haven	56	318	0	0	56	318	374	15.0
Belmont Elementary	0	183	0	0	0	183	183	0.0
Brown	9	345	0	0	9	345	354	2.5
Carlson	187	1	0	0	187	1	188	99.5
Cleveland	3	365	0	0	3	365	368	0.8
Cornell Hgts M.S.	567	217	0	0	567	217	784	72.3
Drexel	14	142	0	4	14	146	160	8.7
Eastmont	0	231	0	0	0	231	231	0.0
Emerson	10	210	0	9	10	219	229	4.4
Fairview	30	233	0	2	30	235	265	11.3
Ft. McKinley	2	147	0	0	2	147	149	1.3
Gardendale	114	43	0	0	114	43	157	72.6
Gettysburg	42	190	0	0	42	190	232	18.1
Grant	1	198	0	0	1	198	199	0.5
Hickorydale	23	112	0	4	23	116	139	16.5
Highview	209	5	9	0	218	5	223	97.8
Huffman	0	268	0	5	0	273	273	0.0
Jackson Elementary	407	2	14	1	421	3	424	99.3
Lewton	1	152	0	4	1	156	157	0.6
Lincoln	5	314	0	5	5	319	324	1.5
Longfellow M.S.	485	325	24	4	509	329	838	60.7
Loos	6	205	0	2	6	207	213	2.8
Horace Mann	2	93	0	0	2	93	95	2.1

Table 2

Student Enrollment by School and Race
Grades 6-8
Dayton Public Schools, 1971-72

	Gr. 6-8		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W		
MacFarlane M.S.	858	5	58	0	916	5	921	99.5
McGuffey	47	159	0	4	47	163	210	22.4
Meadowdale	41	181	0	0	41	181	222	18.5
Patterson Elementary	1	187	0	0	1	187	188	0.5
Residence Park Elementary	393	1	13	0	406	1	407	99.8
Ruskin	1	260	0	8	1	268	269	0.4
Shiloh	0	180	0	0	0	180	180	0.0
Shoup Mill	2	68	0	0	2	68	70	2.9
Valerie	15	108	0	1	15	109	124	12.1
Webster	1	152	0	2	1	154	155	0.6
Westwood	538	1	10	0	548	1	549	99.8
Whittier M.S.	721	4	23	0	744	4	748	99.5
Wogaman	335	1	8	0	343	1	344	99.7
Or. Wright M.S.	57	877	8	21	65	898	963	6.7
TOTAL BLACK	5351		174		5525			
TOTAL WHITE		6696		77		6773		
TOTAL ENROLLMENT		12047		251		12298	12298	44.9

Table 3

Student Enrollment by School and Race
Grades 9-12
Dayton Public Schools, 1971-72

	Gr. 9-12		Sp. Ed.		Ungraded		Total		Total	% Bl.
	B	W	B	W	B	W	B	W		
Belmont H. S.	54	1923	2	60			56	1983	2039	2.7
Dunbar	1284	0	85	0			1369	0	1369	100.0
Fairview	272	1154	0	0			272	1154	1426	19.1
Kiser	45	657	2	27			47	684	731	6.4
Meadowdale H. S.	82	1689	13	44			95	1733	1828	5.2
Patterson Co-op	546	1218	0	0			546	1218	1764	31.0
Roosevelt	1577	1	113	0			1690	1	1691	99.9
Roth	1080	38	69	4			1149	42	1191	96.5
Stivers	147	1014	7	79			154	1093	1247	12.3
Colonel White	757	918	36	16			793	934	1727	45.9
Wilbur Wright	68	1230	6	46			74	1276	1350	5.5
Continuing Education					35	20	35	20	55	63.6
Home Teaching			20	26			20	26	46	43.5
TOTAL BLACK	5912		353		35		6300			
TOTAL WHITE		9842		302		20		10164		
TOTAL ENROLLMENT		15754		655		55		16464	16464	38.3

TABLE 4A

STUDENT ENROLLMENT BY RACE: SUMMARY
DAYTON PUBLIC SCHOOLS, 1971-72

	Black	White	Total	%Black
Pre-Kg and Grades K-5	11,719	14,661	26,380	44.4
Grades 6-8	5,525	6,773	12,298	44.9
Grades 9-12	6,300	10,164	16,464	38.3
TOTALS	23,544	31,598	55,142	42.7

TABLE 4B

ATTENDANCE AREAS: SUMMARY
DAYTON PUBLIC SCHOOLS, 1971-72

47 elementary attendance areas: Map I
(primary and elementary units on same site are counted as one attendance area)

5 middle school attendance areas: Overlay I

10 high school attendance areas: Map II
(Patterson Co-op. not on attendance area)

TABLE 4C

TITLE I ELIGIBLE SCHOOLS, 1971-72

NAME OF SCHOOL	Grade Span	Numbers of Children Residing in Attendance Areas: Public School Enrollment	Non-Public Enrollment	Not Enrolled Drop Outs	Total	From Low-Income Families: Number	From Low-Income Families: Percent	1971-72 Estimated Number of Children Who Will Participate in Title I Activities from the Eligible Schools Below: Public	Non-Public	Total
A	B	C	D	E	F	G	H	I	J	K
Edison	K-5	579	20	...	599	296	49.4	120	...	120
MacFarlane Mid.	6-8	998	31	...	1,029	489	47.9	...	...	...
Weaver	K-5	959	25	...		457	47.5	120	...	120
Irving	K-5	612	33	...	645	265	44.0	80	...	80
Grace A. Greene	K-5	551	25	...	576	243	42.2	40	...	40
McGuffey	K-8	781	82	...	863	343	39.6	80	...	80
Jackson	K-8	1,294	...	...	1,294	498	38.5	120	...	120
Miami Chapel-Troy	K-5	969	33	...	1,002	383	38.2	120	...	120
Roosevelt H.S.	9-12	1,582	222	575	2,379	714	30.0	...	...	...
Wogaman	K-8	954	30	...	984	288	29.3	40	...	40
Dunbar H.S.	9-12	1,222	73	195	1,490	430	28.9	...	...	...
Highview	K-8	715	30	...	745	211	28.8	40	...	40
Whittier Middle	6-8	807	33	...	840	202	24.1	...	...	...
Hawthorne	K-5	343	84	...	427	99	23.2	40	...	40
Emerson	K-8	872	204	...	1,076	227	21.1	80	...	80
Gardendale	K-8	526	...	...	526	106	20.2	40	...	40
Stivers H.S.	9-12	1,062	250	225	1,537	293	19.1	...	...	...
Huffman	K-8	887	58	...	945	174	18.4	40	...	40
Jefferson	K-5	1,598	104	...	1,702	303	17.8	80	...	80
Longfellow Mid.	6-8	941	305	...	1,246	210	16.9	...	...	...
Kiser H.S.	9-12	634	193	278	1,105	175	15.8	...	...	...
Jane Addams	K-8	579	...	...	579	91	15.7	40	...	40
Ruskin	K-8	813	98	...	911	132	14.5	40	...	40
Colonel White H.S.	9-12	1,676	340	130	2,146	304	14.1	...	...	...
Patterson	K-8	563	53	...	616	87	14.1	40	...	40
Van Cleve	K-5	778	350	...	1,128	157	14.0	40	...	40
Westwood	K-8	1,322	20	...	1,342	188	14.0	40	...	40
Washington	K-8	622	70	...	692	97	14.0	40	...	40
Roth H.S.	9-12	1,143	50	118	1,311	180	13.7	...	...	...
McNary	K-5	417	26	...	443	60	13.5	40	...	40
Carlson	K-8	574	25	...	599	70	11.7	...	...	...
Lincoln	K-8	979	60	...	1,039	80	7.7	...	...	...
Cornell Hgts. Mid.	6-8	788	68	...	856	63	7.4	...	...	...
Residence Park	K-8	1,208	30	...	1,238	87	7.1	...	...	...
Franklin	K-5	666	104	...	770	44	5.7	...	...	...
Orville Wright Mid.	6-8	954	325	...	1,279	70	5.5	...	...	...
Allen	K-8	625	205	...	830	42	5.1	...	...	...
Webster	K-8	502	41	...	543	27	5.0	...	...	...
Wilbur Wright H.S.	9-12	1,213	223	324	1,760	77	4.3	...	...	...
Drexel	K-8	621	...	...	621	21	3.4	...	...	...
Fairport	K-5	775	68	...	843	26	3.1	...	...	...
Cleveland	K-8	1,264	596	...	1,860	26	1.9	...	...	...
Hickorydale	K-8	471	42	...	513	8	1.6	...	...	...
Fairview H.S.	9-12	1,279	298	194	1,771	26	1.5	...	...	...
Gettysburg	K-8	607	60	...	667	9	1.4	...	...	...
Belmont H.S.	9-12	1,893	162	295	2,350	33	1.4	...	...	...
Belmont Elementary	K-8	596	690	...	1,286	18	1.4	...	...	...
Fort McKinley	K-8	451	101	...	552	7	1.3	...	...	...
Brown	K-8	1,063	233	...	1,296	15	1.2	...	...	...
Lewton	K-8	491	150	...	641	7	1.1	...	...	...
Fairview Elementary	K-8	777	211	...	988	7	0.7	...	...	...
Kemp	K-5	609	208	...	817	6	0.7	...	...	...
Loos	K-8	674	215	...	889	5	0.6	...	...	...

Numbers of Children Residing in Attendance Areas

1971-72

NAME OF SCHOOL	Grade Span	Public School Enrollment	Non-Public Enrollment	Not Enrolled Drop Outs	Total	From Low-Income Families		Estimated Number of Children Who Will Participate in Title I Activities from the Eligible Schools Below		
						Number	Percent	Public	Non-Public	Total
A	B	C	D	E	F	G	H	I	J	K
Grant	K-8	651	217	...	868	4	0.5	...	...	...
Meadowdale H.S.	9-12	1,680	220	158	2,058	10	0.5	...	...	...
Valerie	K-8	423	63	...	486	2	0.4	...	...	...
Shiloh	K-8	632	489	...	1,121	3	0.3	...	...	...
MeadowdaleElementary	K-8	575	252	...	827	2	0.3	...	...	...
Belle Haven	K-8	1,028	253	...	1,281	2	0.2	...	...	...
Eastmont	K-8	659	180	...	839	0	0.0	...	...	...
Horace Mann	K-8	323	207	...	530	0	0.0	...	...	...
Shoup Mill	K-8	284	20	...	304	0	0.0	...	...	...
Patterson Co-op H.S.	9-12	1,710	...	47	1,757	235	13.4*	...	...	...
Gorman	(Spec)	105	...	...	105	14	13.4*	...	...	...
Kennedy	(Spec)	165	...	...	165	22	13.4*	...	...	...
Others in School	(Spec)	126	...	11	137	18	13.4*	...	...	...
TOTAL		54,240	8,858	2,550	65,648	8,788	13.4			

*District-wide Schools

June, 1971

School organization of grades has, historically, been determined not always by educational research but often by state legislation or by physical facilities. The middle school can be an administrative aid in solving some problem such as racial isolation, but research indicates that it should be, if properly handled, a way to improved education.

The Dayton middle schools should offer eventually such things as differentiated staffing and team teaching, modular scheduling, short exploratory courses, a wide range of electives and activities, increased emphasis upon student government, and greater concern about and communication with the community.

The middle school, beginning with grade 5 or 6 and ending with grade 8 is for that "between-ager" or transitional period covering early adolescence. Grades 6 to 8 cover this 11 to 13 year-old age span and constitute the most common middle school grouping. It cannot follow either an elementary or secondary model in content or process; it must focus upon the problems of puberty and understand the needs of the learners at this age. Research indicates that youngsters are reaching physical and social maturity earlier.

The middle school should not be established merely as an aid to desegregation. While it might permit children to get out of segregated neighborhood schools at an earlier age, high quality education will not result without careful pre-planning of the instructional program. This "planning" can be simultaneous with the preliminary work which is necessary to develop an effective, integrated school system.

CLOSING SCHOOLS

The Dayton system does have some extra space available in some of its schools, and the student population projection indicates a declining number of students over the next five years. Some of the older, less-suitable buildings could therefore be abandoned.

Recommendation 2. — Hawthorne Elementary, Washington Elementary, Ft. McKinley Elementary, and Roosevelt High School should be closed as regular classroom facilities by September, 1972.

Hawthorne was originally constructed in 1887 with an addition in 1909. It is in a poor location hemmed in by an interstate highway and has an inadequate site of 0.8 acres. Washington was originally constructed in 1898 with additions in 1926 and 1969. It is on an inadequate site of 2.3 acres. Ft. McKinley is a newer building (1924) but is rated as inadequate for an instructional facility. Its site is only 2.7 acres. Roosevelt High is generally considered to be the least adequate Dayton high school facility with a poor site of 5.2 acres.

ELEMENTARY ASSIGNMENTS, 1972-73

Elementary attendance zones for 1971-72 are illustrated on Map I and middle school zones on Overlay I. If two elementary schools discontinued (leaving Ft. McKinley as operational for the moment) and 10 elementary schools are changed to middle schools, a total of 35 elementary attendance zones would remain (Overlay 2). Estimated enrollment figures are given for these (Table 5) and for the 15 middle school zones that would be hypothetically created (Table 6 and Overlay 3). Without considering prekindergarten children as part of the basic K-5 pattern, it is possible to desegregate these elementary schools by leaving four of them as they are and by joining the remaining schools in II clusters (Table 7).

Recommendation 3. – The following assignment of K-5 pupils to elementary attendance zones be made September, 1972.

Fairport:	same as 1971-72
McGuffey:	same as 1971-72
Drexel:	same as 1971-72 plus Jane Addams zone
Gardendale:	same as 1971-72 plus 2/3 of Gettysburg zone
Cluster A:	Irving (Kg-1)
	Emerson (Gr. 2-5)
	Patterson (Gr. 2-5)
Cluster B:	Eastmont (Kg-2)
	Lewton (Kg-2)
	MC-LT (Gr. 3-5)
Cluster C:	Cleveland (Kg-2)
	Highview (Gr. 3-5)
	Mann (Kg-2)
Cluster D:	Carlson (Kg-1)
	Huffman (Gr. 2-5)
	Ruskin (Gr. 2-5)
Cluster E:	Van Cleve (Kg-1)
	Edison (Gr. 2-5)
Cluster F:	Jefferson (Kg-2)
	Fairview (Gr. 3-5)
	Valerie (Gr. 3-5)
Cluster G:	Belle Haven (Kg-2)
	Jackson (Gr. 3-5)
	Ft. McKinley (out)
Cluster H:	Allen (Kg-2)
	Kemp (Kg-2)
	Res. Pk. (Gr. 3-5)
Cluster I:	Hickorydale (Kg-2)
	Loos (Kg-2)
	Weaver (Gr. 3-5)
Cluster J:	Franklin (Kg-2)
	Greene (Gr. 3-5)
Cluster K:	McNary (Kg-2)
	Shoup Mill (Gr. 3-5)
	Shiloh (Gr. 3-5)

The redistribution would leave all elementary schools within a range of 27.6 per cent black to 54.5 per cent black with most of the schools hovering closely to the 44.9 overall average. An effort was also made to cluster schools by economic levels. Table 7A illustrates the percentage of Title I (ESEA) families in each assigned cluster.

It should be noted that a total of 34 elementary (K-5) attendance areas would be left with Ft. McKinley not used. The clustered zones are based on the revised zones and not the current 1971-72 attendance areas.

Recommendation 4. – The assignment of pupils to carry out Recommendation 3 should be made in each of the clusters by the principals affected in cooperation with the central office staff. Pupils moved should in all cases be the farthest located from their present school assignment where a choice has to be made.

MIDDLE SCHOOL ASSIGNMENTS, 1972-73

Estimated enrollment for the 15 revised – but hypothetical – middle school zones is shown in Table 6. These are all contiguous zones and made up merely as a paper operation to establish an intermediate base for final recommendations for the middle schools. Estimated enrollment figures for the recommended desegregation plan for middle schools are given in Table 8 and zones are shown on Overlay 5. The school zones listed are 1971-72 assignment areas. Thus, Jane Addams Middle School would be assigned pupils from the current Jane Addams Elementary zone, the Drexel zone, and the Shoup Mill zone.

TABLE 5

ESTIMATED ENROLLMENT BY SCHOOL AND RACE
REVISED ELEMENTARY SCHOOL ZONES
PRE-KINDERGARTEN AND GRADES K-5
DAYTON PUBLIC SCHOOLS

	Pre-Kdg.		Kdg.		Gr. 1-5		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W	B	W	B	W		
Allen	0	0	0	88	4	513	0	2	4	603	607	0.1
Belle Haven	0	0	7	101	39	473	0	0	46	574	620	7.4
Carlson	21	0	94	1	582	2	7	0	704	3	707	99.6
Cleveland	0	0	0	176	1	821	0	0	1	997	998	0.1
Drexel	33	5	42	82	237	402	11	9	323	498	821	39.3
Eastmont	0	0	0	122	2	552	0	0	2	674	676	0.3
Edison	112	13	118	42	497	177	15	0	742	232	974	76.2
Emerson	6	57	8	68	22	411	0	15	36	551	587	6.1
Fairport	0	0	58	102	274	398	2	7	334	507	841	39.7
Fairview	0	0	6	130	20	673	0	4	26	807	833	3.1
Ft. McKinley	0	0	0	50	5	247	0	0	5	297	302	1.7
Franklin	8	8	8	123	30	760	0	12	46	903	949	4.8
Gardendale	32	5	48	55	241	291	0	0	321	351	672	47.8
Greene	47	1	42	1	463	18	7	0	559	20	579	96.5
Hickorydale	0	0	11	58	43	263	0	8	54	329	383	14.1
Highview	62	0	117	0	599	10	22	0	800	10	810	98.8
Huffman	0	40	0	101	1	642	0	11	1	794	795	0.1
Irving	78	1	102	0	576	3	20	0	776	4	780	99.5
Jackson	138	0	136	0	688	7	10	0	972	7	979	99.3
Jefferson	0	0	190	35	1205	126	23	0	1418	161	1579	89.8
Kemp	8	8	14	112	64	669	1	9	87	798	885	9.8
Lewton	0	0	0	84	2	371	0	7	2	462	464	0.4
Loos	0	0	4	129	28	608	1	4	33	741	774	4.3

TABLE 5

ESTIMATED ENROLLMENT BY SCHOOL AND RACE
REVISED ELEMENTARY SCHOOL ZONES
PRE-KINDERGARTEN AND GRADES K-5
DAYTON PUBLIC SCHOOLS

	Pre-Kdg.		Kdg.		Gr. 1-5		Sp. Ed.		Total		Total	% Bl.
	B	W	B	W	B	W	B	W	B	W		
Horace Mann	0	0	0	83	0	345	0	0	0	428	428	0.0
McGuffey	39	34	35	59	151	315	0	7	225	415	640	35.2
McNary	53	0	96	0	462	1	12	0	623	1	624	99.9
MC – LT	127	0	143	0	801	2	0	0	1071	2	1073	99.8
Patterson Elementary	0	39	1	106	2	599	1	4	4	748	752	0.5
Residence Park	41	0	182	0	1072	6	21	0	1316	6	1322	99.5
Ruskin	0	37	0	134	1	694	1	19	2	884	886	0.2
Shiloh	0	0	0	61	5	304	0	0	5	365	370	1.4
Shoup Mill	0	0	0	20	1	116	0	0	1	136	137	0.7
Valerie	0	0	6	60	27	422	0	3	33	485	518	6.4
Van Cleve	11	23	15	113	87	511	0	0	113	647	760	14.9
Weaver	129	0	114	0	734	3	21	0	998	3	1001	99.7
Gorman							12	89	12	89	101	11.9
Kennedy							24	129	24	129	153	15.7
TOTAL BLACK	945		1597		8966		211		11719			
TOTAL WHITE		271		2296		11755		339		14661		
TOTAL ENROLLMENT		1216		3893		20721		550		26380	26380	44.4

TABLE 6
ESTIMATED ENROLLMENT BY SCHOOL AND RACE
REVISED MIDDLE SCHOOL ZONES, GRADES 6-8
BASED ON REVISED ELEMENTARY ATTENDANCE ZONES
DAYTON PUBLIC SCHOOLS

	Gr. 6-8 & Sp. Ed.			
	B	W	Total	%Bl.
Jane Addams M.S				
Drexel	188	170	358	
	188	170	358	52.5
Belmont M.S.				
Mann	2	215	217	
Cleveland	3	426	429	
	5	641	646	0.8
Brown, M.S.				
Fairview	34	408	442	
Loos	11	379	390	
Shoup Mill	2	68	70	
	47	855	902	5.2
Cornell Hgts. M.S.				
Fairport	199	208	407	
Jefferson	667	24	691	
	866	232	1098	78.9
Gettysburg M.S.				
Ft. McKinley	2	147	149	
Gardendale	145	185	330	
Hickorydale	34	164	198	
	181	496	677	26.7
Grant M.S.				
Eastmont	1	363	364	
Lewton	1	222	223	
	2	585	587	0.3
Lincoln M.S.				
Huffman	0	350	350	
Ruskin	4	427	431	
	4	777	781	0.5

TABLE 6 (Cont'd)

	Gr. 6-8 & Sp. Ed. B	W.	Total	%Bl.
Longfellow M.S.				
Greene	235	4	239	
Van Cleve	56	238	294	
	291	242	533	54.6
MacFarlane M.S.				
Edison	349	74	423	
Weaver	394	2	396	
	743	76	819	90.7
Meadowdale M.S.				
Belle Haven	56	318	374	
Shiloh	0	180	180	
Valerie	56	290	346	
	112	788	900	12.4
Orville Wright M.S.				
Franklin	47	416	463	
Kemp	18	482	500	
	65	898	963	6.7
Webster M.S.				
Allen	2	267	269	
McGuffey	47	163	210	
	49	430	479	10.2
Westwood M.S.				
Jackson	421	3	424	
McNary	229	1	230	
Res. Park	817	2	819	
	1467	6	1473	99.6
Whittier M.S.				
Emerson	10	219	229	
Irving	311	2	313	
Patterson	3	347	350	
	324	568	892	36.3
Wogaman M.S.				
Highview	390	6	396	
Carlson	358	1	359	
MC - LT	433	2	435	
	1181	9	1190	99.2
TOTALS	5525	6773	12298	44.9

TABLE 7

ESTIMATED ENROLLMENT BY SCHOOL AND RACE
GRADES (K-5) & SP. ED.
RECOMMENDED ELEMENTARY ZONES, 1972-73
DAYTON PUBLIC SCHOOLS

	B	W	B	W	Sp. Ed. B	Sp. Ed. W	Total B	Total W	Total	Cap.	% Bl.
(Maintain 1971-72 Attendance Zones)											
	Kg.		Gr. 1-5								
Fairport	58	102	274	398	2	7	334	507	841	981	39.7
McGuffey	35	59	151	315	0	7	186	381	567	981	32.8
(Maintain Revised Attendance Zones)											
	Kg.		Gr. 1-5								
Drexel	42	82	237	402	11	9	290	493	783	919	37.0
Gardendale	48	55	241	291	0	0	289	346	635	702	45.5
(Cluster A)											
	Kg – 1		Gr. 2-5								
Emerson	0	0	254	326	21	19	275	345	620	1399	44.4
Irving	217	380	0	0	0	0	217	380	597	1059	36.3
Patterson	0	0	240	481	0	0	240	481	721	879	33.3

Kg – 1 in Irving remain
Kg – 1 in Emerson and Patterson to Irving
Gr. 2 – 5 in Emerson remain
Gr. 2 – 5 in Patterson remain
Gr. 2 – 5 in Irving: 245 to Emerson; 236 to Patterson

(Cluster B)											
	Kg – 2		Gr. 3-5								
Eastmont	224	334	0	0	0	0	224	334	558	1130	40.1
Lewton	225	247	0	0	0	7	225	254	479	684	47.0
MC – LT	0	0	499	550	0	0	499	550	1049	1747	47.6

TABLE 7 (Cont'd)

					Sp. Ed.		Total				
	B	W	B	W	B	W	B	W	Total	Cap.	% BI.
	Kg – 2 in Eastmont and Lewton remain						Gr. 3 – 5 in MC – LT remain				
	Kg – 2 in MC – LT: 226 to Eastmont; 224 to Lewton						Gr. 3 – 5 in Eastmont and Lewton to MC – LT				
(Cluster C)											
	Kg – 2		Gr. 3-5								
Cleveland	242	532	0	0	0	0	242	532	774	1412	31.3
Highview	0	0	357	675	22	0	379	675	1054	1191	36.0
Mann	118	228	0	0	0	0	118	228	346	646	34.1
	Kg – 2 remain in Cleveland and Mann						Gr. 3 – 5 remain in Highview				
	Kg – 2 from Highview: 245 to Cleveland; 119 to Mann						Gr. 3 – 5 from Cleveland and Mann to Highview				
(Cluster D)											
	Kg – 1		Gr. 2-5								
Carlson	208	453	0	0	0	0	208	453	661	927	31.5
Huffman	0	0	236	618	0	0	236	618	854	1225	27.6
Ruskin	0	0	234	505	8	28	242	533	775	1170	31.2
	Kg – 1 remain in Carlson						Gr. 2 – 5 remain in Huffman and Ruskin				
	Kg – 1 from Huffman and Ruskin to Carlson						Gr. 2 – 5 from Carlson: 236 to Ruskin; 233 to Huffman				
(Cluster E)											
	Kg – 1		Gr. 2-5								
Van Cleve	231	336	0	0	15	0	246	336	582	713	42.3
Edison	0	0	486	507	0	0	486	507	993	1130	48.9
	Kg – 1 in Van Cleve remain						Gr. 2 – 5 in Edison remain				
	Kg – 1 from Edison to Van Cleve						Gr. 2 – 5 from Van Cleve: 345 to Edison				
(Cluster F)											
	Kg – 2		Gr. 3-5								
Jefferson	689	714	0	0	23	7	712	721	1433	1447	49.7

TABLE 7 (Cont'd)

	Kg – 2 B	Kg – 2 W	Gr. 3-5 B	Gr. 3-5 W	Sp. Ed. B	Sp. Ed. W	Total B	Total W	Total	Cap.	% Bl.
Fairview	0	0	416	441	0	0	416	441	857	858	48.5
Valerie	0	0	349	291	0	0	349	291	640	765	54.5

Kg – 2 in Jefferson remain
Kg – 2 from Fairview and Valerie to Jefferson
Gr. 3 – 5 in Valerie and Fairview remain
Gr. 3 – 5 from Jefferson: 446 to Fairview; 366 to Valerie

(Cluster G)

	Kg – 2		Gr. 3-5								
Belle Haven	423	448	0	0	0	0	423	448	871	1263	48.6
Jackson	0	0	452	430	10	0	462	430	892	1747	51.8
Ft. McKinley	0	0	0	0	0	0	0	0	0	542	

Kg – 2 in Belle Haven remain
Kg – 2 from Ft. McKinley and Jackson to Belle Haven
Gr. 3 – 5 in Jackson remain
Gr. 3 – 5 from Ft. McKinley and Belle Haven to Jackson
Make other use of Ft. McKinley School.

(Cluster H)

	Kg – 2		Gr. 3-5								
Allen	286	305	0	0	0	0	286	305	591	871	48.4
Kemp	327	412	0	0	0	0	327	412	739	838	44.2
Res. Pk.	0	0	723	671	22	11	745	682	1427	1589	52.2

Kg – 2 in Allen and Kemp remain
Kg – 2 from Residence Park: 284 to Allen; 283 to Kemp
Gr. 3 – 5 in Residence Park remain
Gr. 3 – 5 from Allen and Kemp to Residence Park

(Cluster I)

	Kg – 2		Gr. 3-5								
Hickorydale	150	165	0	0	0	0	150	165	315	716	47.6
Loos	306	405	0	0	0	0	306	405	711	881	43.0
Weaver	0	0	478	491	22	12	500	503	1003	1241	49.9

TABLE 7 (Cont'd)

	Kg – 2 B	Kg – 2 W	Gr. 3-5 B	Gr. 3-5 W	Sp. Ed. B	Sp. Ed. W	Total B	Total W	Total	Cap.	% BI.
	Kg – 2 in Hickorydale and Loos remain						Gr. 3 – 5 in Weaver remain				
	Kg – 2 from Weaver: 290 to Loos; 120 to Hickorydale						Gr. 3 – 5 from Hickorydale and Loos to Weaver				
(Cluster J)											
Franklin	227	451	0	0	7	12	234	463	697	1116	33.6
Greene	0	0	316	451	0	0	316	451	767	776	41.2
	Kg – 2 in Franklin remain						Gr. 3 – 5 in Greene remain				
	Kg – 2 from Greene to Franklin						Gr. 3 – 5 from Franklin to Greene				
(Cluster K)											
McNary	271	254	0	0	12	0	283	254	537	669	52.7
Shoup Mill	0	0	80	65	0	0	80	65	145	539	55.2
Shiloh	0	0	213	183	0	0	213	183	396	850	53.8
	Kg – 2 in McNary remain						Gr. 3 – 5 in Shoup Mill and Shiloh remain				
	Kg – 2 from Shoup Mill and Shiloh to McNary						Gr. 3 – 5 from McNary: 79 to Shoup Mill and 210 to Shiloh				

TABLE 7A

PERCENTAGE OF TITLE I (ESEA) FAMILIES
BY RECOMMENDED ELEMENTARY ZONE CLUSTERS

DAYTON PUBLIC SCHOOLS

		Percentage of children in low income families
Cluster A:	Emerson	21
	Irving	44
	Patterson	14
Cluster B:	Eastmont	0
	Lewton	1
	MC-LT	38
Cluster C:	Cleveland	2
	Highview	29
	Mann	0
Cluster D:	Carlson	12
	Huffman	18
	Ruskin	15
Cluster E:	Van Cleve	14
	Edison	49
Cluster F:	Jefferson	18
	Fairview	1
	Valerie	0
Cluster G:	Belle Haven	0
	Jackson	39
	Ft. McKinley	1
Cluster H:	Allen	5
	Kemp	1
	Res. Pk.	7
Cluster I:	Hickorydale	2
	Loos	1
	Weaver	48
Cluster J:	Franklin	6
	Greene	42
Cluster K:	McNary	14
	Shoup Mill	0
	Shiloh	0

Recommendation 5. – The following assignment of Grade 6-8 pupils to 15 middle school attendance zones be made September 1, 1972:

Jane Addams Middle School:	Jane Addams Elementary, Drexel and Shoup Mill
Belmont Middle School:	Belmont Elementary, Eastmont, and Edison
Brown Middle School:	Brown Elementary, Jefferson (3/4), and Loos
Cornell Hgts. Middle School:	Fairport, Fort McKinley, and Jefferson (1/4)
Gettysburg Middle School:	Gettysburg Elementary, Gardendale, Hickorydale, and Res Park (1/4)
Grant Middle School:	Grant Elementary, Highview, and Lewton
Lincoln Middle School:	Lincoln Elementary, MC-LT, and Ruskin
Longfellow Middle School:	Greene, Hawthorne, Van Cleve, and Allen
MacFarlane Middle School:	Fairview, Belle Haven, and Weaver
Meadowdale Middle School:	Jackson, Meadowdale Elementary, Shiloh, and Valerie
Orville Wright Middle School:	Carlson, Kemp, and McNary
Webster Middle School:	Huffman, Res. Park (3/4), and Webster Elementary
Westwood Middle School:	Franklin, Washington, Westwood Elementary, and McGuffey
Whittier Middle School:	Emerson, Irving, and Patterson
Wogaman Middle School:	Cleveland, Wogaman, and H. Mann

The desegregation plan for middle schools effectively removes racial identifiability of schools as they would then range from 38.0 per cent black to 50.5 per cent black and would approach racial balance closely. A good mix of economic levels is also indicated as shown in the Table 8 assignments.

HIGH SCHOOL ASSIGNMENTS, 1972-73

Current high school assignment zones are shown on Map 2. Using the recommended middle school zones as a base (Table 8, Overlay 5), it would not be difficult to feed these zones directly into the nine high schools (Table 9, Overlay 6 – phasing out Roosevelt and leaving Patterson Co-op as a city-wide school). Since pupil locater maps are not available, estimated enrollment figures for the 1972-73 recommended high school attendance areas had to be extrapolated from estimated enrollments by race for the middle schools. Index figures of 103.1 for blacks and 131.4 for whites were used.

Recommendation 6. – The following assignment of grade 9-12 pupils to high school attendance zones be made September, 1972: (Middle school zones are the recommended 1972-73 zones and elementary zones are 1971-72.)

Belmont High:	Belmont M.S. and Grant M.S. plus Mann El.
Dunbar:	Lincoln M.S. and Wogaman M.S. minus Mann El.
Fairview:	MacFarlane M.S. plus Webster El. and Res. Park El. (1/4)
Kiser:	Longfellow M.S.
Meadowdale:	Cornell Hgts. M.S. and Meadowdale M.S. plus Shoup Mill El.
Roth:	J. Addams M.S. and Gettysburg M.S.
Stivers:	Webster M.S. and Whittier M.S. minus Webster El. and Res. Park El. (1/4)
Col. White:	Brown M.S. plus McNary El. and McGuffey El.
Wright High:	Or. Wright M.S. and Westwood M.S. minus McNary El. and McGuffey El.

The redistribution of high school students would leave the 9 schools within a range of 44.3 per cent black to 32.3 per cent black.

It should be remembered that the above figures for all 3 levels of school organization are rough estimates based upon the best data immediately available. It is anticipated that many revisions and refinements in such a plan for desegregation of pupils would be made after careful review by the local staff.

TABLE 8

ESTIMATED ENROLLMENT BY SCHOOL AND RACE
RECOMMENDED MIDDLE SCHOOL ZONES, GRADES 6-8, 1972-73
BASED ON CURRENT ELEMENTARY ATTENDANCE ZONES
DAYTON PUBLIC SCHOOLS

	Gr.6-8 & Sp. Ed.		Total			
	B	W	T.	Cap.	%Bl.	%Title I
Jane Addams M.S.						
J. Addams Elementary	174	24	198			16
Drexel	14	146	160			3
Shoup Mill	2	68	70			0
	190	238	428	850	44.4	
Belmont M.S.						
Belmont Elementary	0	183	183			1
Eastmont	0	231	231			0
Edison	303	1	304			49
	303	415	718	819	42.2	
Brown M.S.						
Brown Elementary	9	345	354			1
Jefferson (3/4)	500	18	518			18
Loos	6	207	213			1
	515	570	1085	1208	47.5	
Cornell Hgts. M.S.						
Fairport	199	208	407			3
Ft. McKinley	2	147	149			1
Jefferson (1/4)	167	6	173			18
	368	361	729	900	50.5	
Gettysburg M.S.						
Gettysburg Elementary	42	190	232			1
Gardendale	114	43	157			20
Hickorydale	23	116	139			2
Res. Park (1/4)	102	0	102			7
	281	349	630	831	44.6	
Grant M.S.						
Grant Elementary	1	198	199			1
Highview	218	5	223			29
Lewton	1	156	157			1
	220	359	579	988	38.0	
Lincoln M.S.						
Lincoln Elementary	5	319	324			8
MC-LT	433	2	435			38
Ruskin	1	268	269			15
	439	589	1028	1175	42.7	

TABLE 8 (Cont'd)

	Gr. 6-8 & Sp. Ed. B	Gr. 6-8 & Sp. Ed. W	Total T.	Cap.	%Bl.	%Title I
Longfellow M.S.						
Greene	235	4	239			42
Hawthorne	46	73	119			23
Van Cleve	56	238	294			14
Allen	1	190	191			5
	338	505	843	1207	40.1	
MacFarlane M.S.						
Fairview	30	235	265			2
Belle Haven	56	318	374			0
Weaver	394	2	396			48
	480	555	1035	1292	46.4	
Meadowdale M.S.						
Jackson	421	3	424			39
Meadowdale Elementary	41	181	222			0
Shiloh	0	180	180			0
Valerie	15	109	124			0
	477	473	950	980	50.2	
Orville Wright M.S.						
Carlson	187	1	188			12
Kemp	0	378	378			1
McNary	184	2	186			14
	371	381	752	971	49.3	
Webster M.S.						
Huffman	0	273	273			18
Res. Park (3/4)	304	1	305			7
Webster Elementary	1	154	155			5
	305	428	733	766	41.6	
Westwood M.S.						
Franklin	29	312	341			6
Washington	36	208	244			14
Westwood Elementary	456	0	456			14
McGuffey	47	163	210			40
	568	683	1251	1532	45.4	
Whittier M.S.						
Emerson	10	219	229			21
Irving	311	2	313			44
Patterson	1	187	188			14
	322	408	730	1005	44.1	
Wogaman M.S.						
Cleveland	3	365	368			29
Wogaman	343	1	344			2
H.Mann	2	93	95			0
	348	459	807	1157	43.1	
TOTALS	5525	6773	12298		44.9	

TABLE 9

ESTIMATED ENROLLMENT BY SCHOOL AND RACE
RECOMMENDED HIGH SCHOOL ZONES, GRADES 9-12, 1972-73
BASED ON CURRENT ELEMENTARY ATTENDANCE ZONES
DAYTON PUBLIC SCHOOLS

	Gr. 9-12 & Sp. Ed. B.	W.	Total	Cap.	%Bl.
Belmont					
Belmont M.S. (Belmont - Eastmont - Edison)	312	545	857		
Grant M.S. (Grant - Highview - Lewton)	227	472	699		
	539	1017	1556		
(+) Mann El	2	122	124		
	541	1139	1680	2618	32.2
Dunbar					
Lincoln M.S. (Lincoln - MC - LT - Ruskin)	453	774	1227		
Wogaman M.S. (Cleveland - Mann Wogaman)	360	603	963		
	813	1377	2190		
	2	122	124		
	811	1255	2066	2453	39.2
Fairview					
MacFarlane M.S. (Fairview - Belle Haven - Weaver)	495	729	1224		
(+) Webster El	1	202	203		
(+) Res Park 1/4	104	0	104		
	600	931	1531	1845	39.2
Kiser					
Longfellow M.S. (Allen - Greene - Hawthorne - Van Cleve)	348	664	1012	1245	34.4

TABLE 9 (Cont'd)

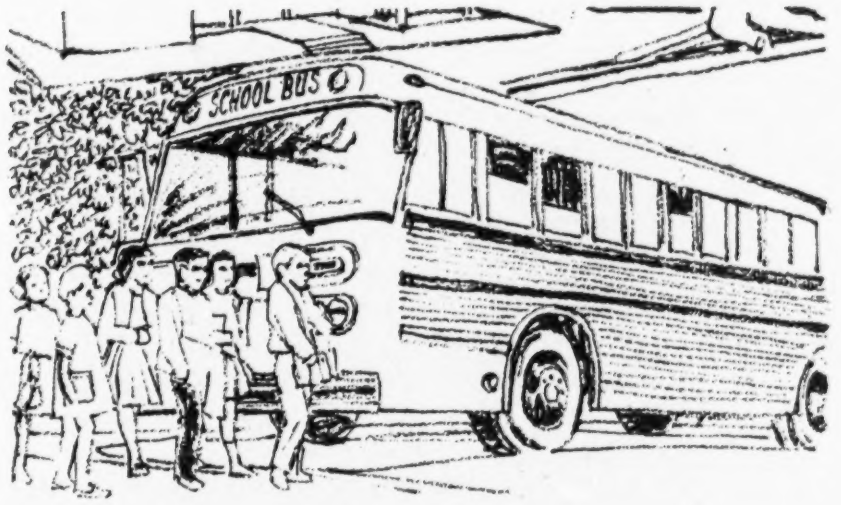
	Gr. 9-12 & Sp. Ed. B.	W.	Total	Cap.	%Bl.
Meadowdale					
Cornell Hts. M.S. (Fairport - Ft. McKinley - Jefferson 1/4)	379 -	474	853		
Meadowdale M.S. (Jackson - Meadowdale - Shiloh - Valerie)	493	622	1115		
	872	1096	1968		
(+) Shoup Mill El	2	89	91		
	874	1185	2059	2950	44.3
Roth					
J. Addams M.S. (J. Addams - Drexel - Shoup Mill)	196	313	509		
Gettysburg M.S. (Gardendale - Gettysburg Hickorydale - Res. Park 1/4)	290 -	459	749		
	486	772	1258		
(–) Shoup Mill El	2	89	91		
	484	683	1167	1856	41.5
Stivers					
Webster M.S. (Huffman - Res Park 3/4 - Webster)	314	562	876		
Whittier M.S. (Emerson - Irving- Patterson)	332	536	868		
	646	1098	1744		
(–) Webster El	1	202	203		
(–) Res. Park 1/4	104	0	104		
	541	896	1437	1530	37.6
Col. White					
Brown M.S. (Brown - Jefferson 3/4 - Loos)	531	749	1280		
(+) McNary El	190	3	193		
(+) McGuffey El	48	214	262		
	769	966	1735	2288	44.3

TABLE 9 (Cont'd)

	Gr. 9-12 & Sp. Ed. B.	W.	Total	Cap.	%Bl.
W. Wright					
Or. Wright M.S. (Carlson - Kemp - McNary)	383	501	884		
Westwood M.S. (Franklin - McGuffey - Washington - Westwood)	586	897	1483		
(-) McNary El	190	3	193		
(-) McGuffey El	48	214	262		
	731	1181	1912	2075	38.2
Sub-Totals	5699	8900	14599		39.0
(+) Patterson Co-op	546	1218	1764	2337	31.0
(+) Ungraded	35	20	55		
(+) Home Teaching	20	26	46		
TOTAL H.S.	6300	10164	16464		38.3

TRANSPORTATION OF PUPILS

It is obvious that pupil transportation will be increased if genuine desegregation occurs. A rough estimate of increased transportation needs is included as an attachment to the report along with an explanation of how the cost of such transportation might be met. Under new Ohio legislation for local district reimbursement for pupil transportation expenses it would appear that transportation costs for the desegregation plan can be met wholly or in large part out of state funds with no increase in local budget.



GENERAL RECOMMENDATIONS FOR DESEGREGATION

In Part I of this report, the current status of the desegregation effort in the Dayton City Schools was reviewed. That analysis was based upon current information provided by the Superintendent.

Part II gave specific recommendations for ending the racial imbalance in enrollments for the various schools at different grade levels.

This section gives some general comments and recommendations which may assist school and community leaders in their affirmative action toward an integrated school system.

An annual review of faculty assignments by school and teaching field should be made to determine to what extent race should be a consideration in recruitment, employment, and assignment activities. The need for racial balance should be a reality to be considered not only in school policy but in negotiating master contracts.

Inservice education for integration needs to be relevant, required, rewarded, and continuous. A planning committee should involve teachers, administrators, students, community advisers, and representatives of area institutions of higher education. The greater use of teacher aides providing biracial teams should be made where feasible.

While the ratio of blacks and whites is fairly reasonable for administrative staff in Dayton, the following general recommendations are made.

1. Until full integration is achieved district-wide, the tendency to put black administrators in schools having a high proportion of black pupils or which are located in black communities should be avoided. Biracial administrative teams should be assigned where there is more than one building administrator.

2. Black administrators should be given an equal opportunity to work in line as well as staff positions in the administrative structure.

When the desegregation plan becomes reality the transfer policy for pupils should be rewritten to discontinue all optional zones or free enrollment. Transfers only for health or pertinent educational or administrative reasons should be allowed. Policing of pupil addresses will need to be made.

In order to facilitate up-to-date pupil assignment operations it is recommended that for the immediate situation pupil locater information and a set of good zone maps be developed. After this it is recommended that a computer-based pupil data system be effected. The Miami Desegregation Center is currently publishing a computerized operational plan for desegregation of pupils which can be used very easily in a system such as Dayton once the pupil data base is established.

The following general recommendations are given for community and school representatives.

1. School representatives should meet regularly with their counterparts from all Dayton Standard Metropolitan Service Area (SMSA) agencies and institutions to communicate about respective programs and to achieve maximum coordination of and impact from various service efforts. Such problems as housing patterns, metropolitan government, and cooperative educational efforts should be explored.

2. The Dayton Advisory Council on Education (DACE) should be continued with a provision for annual review by DACE and the District as to the representativeness and activities of the Council. Established to advise the Superintendent on such matters as desegregation, its need will increase as desegregation becomes integration.

3. While mass media are valuable, they do not replace small discussion groups in the total public information program. These groups should be continued at the local school level and involve principals, teachers, and other employees who previously have become cognizant of the goals of an integrated school system through the inservice programs discussed above.

A continued and improved analysis should be made of socio-economic patterns of students so that this factor can become a more effective input to the student assignment process.

If not already part of the program, curriculum units concerning human relations, minority group cultures, urban government and ecology, and family finance should be included at each instructional level.

The entire grading, reporting, counseling, and testing programs should be reviewed in light of desegregated schools compared to traditional schools. Grouping practices for instruction are particularly vulnerable.

Many parents and other citizens enjoy their schools as community centers, too. They may see desegregation as a threat to this activity. The Board should insure, by policy statement, that any desegregation plan will protect the community use of school facilities in a secure fashion and, if necessary, provide transportation so the community center concept will be implemented. Desegregation in extracurricular activities is an essential component of any unitary plan.

The Board should in January, 1972, place bids for additional buses for September delivery so that economies in group bidding can be effected. Simultaneously, local transit companies might be invited to submit a comparative cost estimate.

Security of buildings and children is a concern especially where desegregation has been suddenly imposed upon a school system. At the secondary level it is strongly recommended that student biracial advisory committees become a part of the school's operation. Urban secondary school principals can make effective use of such committees in affirmative action to prevent student unrest.

Districts which are segregated typically are operating substandard programs in some schools, and desegregation usually forces an upgrading of the instructional program. It is assumed that Dayton is no different than other major cities and that additional financial aid will be necessary. All federal and state sources should be investigated including the new Emergency School Assistance Program should it become law; Title IV, P.L. 88-352 monies, and funding under the new Educational Renewal Centers concept (USOE).

The recommended plan attempts to desegregate schools in such a manner that they will not be racially identifiable: not black schools, nor white schools – just schools. If such a plan is to work effectively the entire metropolitan Dayton area should be involved and not just the city. It is recommended that the Board continue its effort to involve the metro community. Particular attention should be given to the current lawsuits in Indianapolis, Richmond (Virginia), and Detroit.

The prekindergarten pupils were not included in the desegregation plan. It is recommended that they be sent to their nearest elementary school location and where capacity does not permit their being housed, transportation be provided to the next building with space available.

APPENDIX I

Estimation of transportation costs, reimbursements and financing, assuming 40% of current enrollments being transported:

Students

53,400 public students x 40%	21,360
Plus non-public students now being transported	1,000
Total Students	22,360

Trips

50 high-school pupils per bus — 17,000 x 40% =	6,800 or 136 trips	
70 elementary pupils per bus — 36,400 x 40% =	14,560 or 208	"
60 non-public pupils per bus	1,000 or 17	"
Total Trips	361	

Capital Outlay — Vehicles

2.75 trips per bus = 131 buses + 13 spares = 144 total vehicles

Less vehicles already Board-owned	— 14
Net Additional Buses Needed	130

Estimated State bid price $9,000 x 130 vehicles =	$1,170,000
Estimated State reimbursement @ 27% =	315,900
Net Local Purchase Cost	$ 854,100

Capital Outlay — Facilities

Land — 5 acres with proper access	$ 100,000
New building with 8 vehicle bays	300,000
Asphalt paving, fencing, lighting	35,000
Equipment	15,000
Estimated Building Cost	$ 450,000

Estimated State Reimbursement for Operations

Board-owned vehicles — $14 per student + $22 per mile

22,360 x $14 = $313,040 + 80,000 miles x $22 = $176,000

Total $489,040

A Contract vehicles — $16 per student + $29 per mile

22,360 x $16 = $357,760 + 80,000 miles x $29 = $232,000

Total $589,760

Estimated Operating Cost

Board-owned buses — 22,360 pupils x $50 each = $ 1,118,000
A Contract buses — 22,360 pupils x $67 each = 1,498,120

Estimated Operating Cost Less State Reimbursement

	Board-owned	A Contract
Estimated operating cost	$1,118,000	$1,498,120
Estimated State reimbursement	489,040	589,760
Net Operating Cost	$ 628,960	$ 908,360

Savings with Board-owned vehicles = $279,400

If savings were applied to capital investment of $1,304,100 (vehicles and building), payback would be accomplished in 4.6. years.

FINANCING THE LOCAL COST

	1972	Annual
Needs		
Net local operating cost	$ 251,584	$ 628,960
Local capital outlay	1,304,100	-0-
Total Needed	$1,555,684	$ 628,960
Sources		
Maintain 1970 level of local funding	$ 433,000	
From new State funds*	1,122,684	
Total Available	$1,555,684	

*Principally from the new Municipal Overburden fund. The district will receive $20 per pupil, or approximately $1,060,000 a year, from that part of the newly enacted State program.

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